

Group Member: (1) ; (2) ; (3) ; (4)

Project Name:

EVALUATION RUBRIC: LEARNING TASK ANALYSIS

#	Task	Meets or Exceeds Standards	Does not Meet Standards
1	Write the Learning Goal. The learning goals should be broad statements that describe the final outcome. (5pts)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Determine Types of Learning. There is a clear adoption and application of a learning theory (e.g., Wiggins and McTighe; Gane; Bloom, Gardner, etc...) that describes the different levels of learning that will occur and examples of evident behaviors, activities and/or actions. <ol style="list-style-type: none"> 1. <u>Gagne's learning outcomes</u> include: declarative knowledge; discriminate; concept; rule/procedure; principles; problem solving; attitude; psychomotor; metacognitive strategy). 2. <u>Bloom's Cognitive Taxonomy</u> (revised): Knowledge-remember; Understand-Describe, Explain; Apply; Analyze; Evaluate; Create. 3. <u>Wiggins & McTighe Levels of Understanding</u>: Explanation; Interpretation; Application; Perspective; Empathy; Self-Knowledge 4. <u>Other...</u> (10 pts)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Writing Educational Objectives. Objectives are written at the lesson or learning task level. They describe the knowledge and attitudes that will be taught or experienced by the learners who engage in your instructional sequence. For each of the skills, knowledge and attitudes processes, an educational objective is written. The objectives are more specific than the learning outcomes and are measurable. should take into account the (5 pts)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Identify pre-requisite skills, knowledge and beliefs your students need prior to experiencing your instructional design. Statements are made regarding the pre-requisite skills, knowledge and beliefs that learners will need to possess prior to instruction. Also, when appropriate. Also, when appropriate, how the pre-requisite skills will be measured is described.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TOTAL		<input type="text" value="25"/>	
Comments: <input type="text" value="Jason, I have gone through and reviewed your learning task analysis. Overall very good work so far. I would like for you to go back and review your objectives and make sure you are utilizing the most specific and exacting language as possible. For instance, instead of learn/refresh, you might say review. Look through the gagne"/>			